

DIRECTIVE SPEECH ACTS USED BY TEACHERS IN DRAMA TEXT INSTRUCTION AT SMK MUHAMMADIYAH KRAMAT AND THEIR IMPLICATIONS FOR INDONESIAN LANGUAGE INSTRUCTION

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Abstract

This study aims to describe teachers' directive speech acts in drama text instruction at SMK Muhammadiyah Kramat and their implications for Indonesian language learning. This study employs a qualitative descriptive approach with a pragmatic analysis. The research data consist of teachers' utterances during drama text instruction, which were analyzed based on the classification of directive speech acts according to the theory of Bach and Harnish. The results show that the most dominant directive speech act used by teachers was the command (requirements), accounting for 15 data points (31.91%). The implications of these findings can be utilized as teaching materials in the Indonesian language class for 11th-grade students in Phase F, specifically for the drama text unit, to enhance students' understanding of the use of directive command speech acts in the learning process.

Keywords: Directive speech acts; Drama texts; Indonesian language learning;

1 INTRODUCTION

Language is a means of communication that humans use to convey ideas, thoughts, feelings, and intentions in social life. In addition to being a tool for conveying information, language also serves as a medium for social interaction (Gereda, 2016:31). According to Adika et al. (2025:114), through language, humans can express various feelings and desires to others. In line with this, Syafruddin (2022:17) states that language functions as a means of conveying meaning as well as a medium for social interaction that enables cooperation and understanding among people.

Language use cannot be separated from its context; therefore, it is studied within a branch of linguistics known as pragmatics. Yule (2018:5) explains that pragmatics is the study of the meaning expressed by a speaker and interpreted by the addressee based on context. Similarly, Wijana and Rohmadi (2010:4) state that pragmatics examines language use from an external perspective, taking into account the speech situation. Therefore, context is a crucial element in understanding the intent of an utterance to prevent misunderstandings in communication (Rustono & Fakhrudin, 2024:44).

According to Bach and Harnish (1979), directive speech acts are utterances intended to prompt the addressee to take action in accordance with the speaker's intent. One of the most commonly used forms of directive speech acts in the learning process is the imperative speech act (requirements). This speech act serves to guide, instruct, regulate, and control learners' activities so that the learning process proceeds effectively.

In the study of dramatic texts, directive speech acts play a crucial role because teachers not only convey the material but also guide students through each stage of the learning process—from understanding the script, to discussing it, to rehearsing, and finally to staging the play (Meidini et al., 2023). Therefore, research on teachers' directive imperative speech acts is important to describe their types and functions in drama text instruction at SMK Muhammadiyah Kramat.

The results of this study are expected to have implications for 11th-grade Indonesian language instruction on the topic of dramatic texts, particularly in the context of performing dramatic sketches. The findings regarding teachers' directive speech acts can be used as examples of appropriate language use in the classroom, thereby helping students understand and use directive speech acts appropriately within the context of communication.

2 METHODOLOGY

This study employs a qualitative descriptive approach. According to Salim and Syahrums (2012:46), qualitative research is research that produces descriptive data in the form of written or spoken words from the observed subjects. This study was conducted in several stages: data collection, data analysis, and presentation of the analysis results.

The initial stage of the research began with the collection of data in the form of teachers' speech during drama text instruction at SMK Muhammadiyah Kramat, which contained directive speech acts based on the theory of Bach and Harnish. Data were collected using the observation method. According to Mahsun (2017:91), the observation method is a data collection method conducted by observing language use. This method is supplemented by the non-participatory observation technique, the recording technique, and the note-taking technique.

The next step was to analyze the data using the pragmatic matching method. The collected data is transcribed, then identified and classified based on the type and function of directive speech acts according to the theory of Bach and Harnish, and conclusions are drawn based on the results of the analysis. The final stage is the informal presentation of the analysis results, that is, using language that is easy to understand without using specific symbols or signs (Mahsun, 2017:12).

3 RESULTS

Based on the research findings, six types of teachers' directive speech acts were identified in drama text instruction at SMK Muhammadiyah Kramat: requests, questions, commands, prohibitions, permissions, and advice. Of these six types, directive speech acts in the form of commands (requirements) were the most dominant type used by teachers, accounting for 15 instances (31.91%). The dominance of commands indicates that teachers more frequently used speech acts that directed and instructed students during the drama text learning process.

Table 1. Types of Directive Speech Acts

No	types of directive speech acts	Total	Percentage
1	Requestives	2	4,3%
2	Questions	14	29,8%
3	Requirements	15	31,9%
4	Prohibitives	6	12,76%
5	Permissives	6	12,76%
6	Advisories	14	8,51%
	Total	47	100%

3.1 Types of Directive Speech Acts

Based on the research conducted, 47 instances of teachers' directive speech acts were identified in drama text instruction at SMK Muhammadiyah Kramat. These data indicate variations in the use of directive speech acts during the learning process. Although the data as a whole reflect the diversity of directive speech act usage, this discussion focuses on the most dominant type: directive command speech acts. This presentation aims to provide a more in-depth overview of the use of directive imperative speech acts in drama text instruction. The use of directive imperative speech acts in drama text instruction is illustrated through the following examples.

Data (1)

Context: The teacher will begin explaining the material in class and will first ask the students to open their books to a specific page so they can gain a preliminary understanding of the different types of literary works.

“Nah, sebelum Bu Guru menjelaskan materinya, *silakan* dibuka kembali halaman 126. Bu Guru ingin kalian dapat membedakan terlebih dahulu bahwa dalam karya sastra terdapat tiga jenis, yaitu puisi, prosa, dan drama.”

This utterance is a type of directive speech act (requests). The linguistic marker “*silakan*” indicates the teacher’s instruction to the students to turn to page 126. The students’ response is shown by their turning to the specified page and paying attention to the teacher’s explanation. The purpose of this utterance is to guide the students so they are prepared to participate in the lesson and understand the material that will be presented.

Data (2)

Context: The teacher is explaining the lesson material and asking the students to pay close attention to the explanation being given in class.

“*Ayo mendengarkan* dulu, Ibu Guru hanya menjelaskan satu kali, tidak ada pengulangan lagi. *Ayo, mendengarkan* dulu!”

This utterance can be classified as a directive speech act (requirements). The linguistic markers “*ayo*” and “*dengarkan*” indicate that the teacher is instructing the students to focus their attention on the explanation being given. In response, the students stop their other activities and listen to the teacher’s explanation. The purpose of this utterance is to encourage the students to concentrate because the material is explained only once.

Data (3)

Context: The teacher assigns homework to the students and emphasizes that it must be completed on the same day.

“Silakan dikerjakan semuanya, dan *harus* selesai hari ini!”

This utterance can be classified as a directive speech act (requirements). The use of the word “*harus*” indicates a binding instruction for the addressee to complete the assigned task. The addressee responds by immediately carrying out the task within the specified time frame. The purpose of this utterance is to ensure that the task is completed as part of achieving the learning objectives.

Data (4)

Context: The teacher instructs the students to carry out a group activity as part of the lesson, specifying the number of members in each group.

“*Silakan* nanti kalian membentuk kelompok yang terdiri dari 3–5 orang, maksimal 5 orang dalam satu kelompok.”

This utterance can be identified as a directive speech act (requirement). The use of the word “*silakan*” indicates the speaker’s instruction to the addressee to form groups according to the guidelines. In response, the addressee forms groups based on the predetermined number of members. The purpose

of this utterance is to ensure that group activities are conducted in an orderly and conducive manner during the learning process.

Data (5)

Context: The teacher assigns students, as part of a group activity, to read several types of literary texts, then complete exercises and identify the differences among the texts as part of the learning process.

"Jadi, tugasnya masing-masing anggota kelompok adalah membaca tiga teks karya sastra yang berbeda, yaitu puisi, cerpen, dan drama pada halaman 128–129. Setelah dibaca, *kerjakan* halaman 130, kemudian *carilah* perbedaan antara ketiga teks tersebut."

This utterance is categorized as a directive speech act (requirements). The use of the words "*kerjakan*" and "*carilah*" indicates the speaker's instruction for the addressee to carry out the task according to the instructions. In response, the addressee begins to work on the assigned task. The purpose of this utterance is to guide the addressee in completing the task in a focused manner so that the learning objectives can be achieved.

3.2 Implications for Indonesian Language Learning

in drama texts. The research findings can be used by teachers as a reference in selecting and appropriately using directive speech acts to direct, guide, and manage students' activities during the learning process. Thus, learning interactions can be more effective and communicative.

Salah satu implementasi hasil penelitian ini dapat diterapkan pada materi Mengetahui Keberagaman Indonesia Lewat Pertunjukan Drama di kelas XI Fase F, khususnya pada subbab Pementasan Sketsa Drama. Pada kegiatan pembelajaran, guru dapat memanfaatkan contoh tindak tutur direktif perintah sebagai bahan diskusi dan latihan dialog sehingga peserta didik mampu memahami fungsi tuturan perintah serta menggunakannya secara tepat sesuai konteks dalam kegiatan pementasan drama.

4 CONCLUSIONS

This study shows that directive command speech acts are the most dominant type of directive speech act used by teachers in drama text instruction at SMK Muhammadiyah Kramat. The use of directive command speech acts reflects the teacher's role in guiding, directing, demanding, organizing, and instructing students so that the learning process proceeds effectively and learning objectives can be achieved. These findings indicate that directive command speech acts play a crucial role in fostering focused and communicative learning interactions. The results of this study have implications for Indonesian language instruction in Grade 11 Phase F, particularly regarding the drama text material in the "Drama Sketch Performance" subsection, as an example of the appropriate use of command speech acts so that students can understand and apply them in accordance with the communicative context of both learning activities and drama performances.

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